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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10th Term: 1**

**Name / Theme or Unit: Plot and Setting, Synthesizing Sources, Sentence Structure**

**Time Frame: 4 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about the elements of plot and setting, and analyze “Contents of the Dead Man’s Pockets” and “The Pedestrian,” using this knowledge. They will also apply these concepts in their own writing with an autobiographical narrative. They will read and synthesize information from a series of articles on the same subject, “Double-Daddy,” “Diary of a Mad Blender,” and “The Child’s View of Working Parents.” Finally, they will review sentence structure and avoiding run-on sentences. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.2. Understand and use correctly positive and negative connotations in the English language.  10.17 Develop a main idea or premise that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout the piece of writing.  10.18 Use more descriptive language, action verbs, sensory details, and modifiers in the correct places; vary language and word usage  10.22 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium  10.23 Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples  10.28 Effectively use literary elements in narrative writing such as plot, voice, literary devices, and tone.  10.29 Produce narrative writing that engages higher level critical thinking skills though topic or literary selection choice,  10.32 Practice both timed and process writing and, when applicable, use the writing process to develop, revise, and evaluate writing  10.35 Use appropriate organizational structures for conveying information (e.g., chronological order, cause and effect, order of importance, spatial, similarity and difference, and posing and answering a question) and appropriate to the type of composition  10.45 Develop and teach constructive criticism skills in the areas of peer and self evaluation.  10.57 Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. | |
| **Essential questions:**   1. Why is a good plot essential for a story? 2. What is foreshadowing and how does it help you make predictions in a story? 3. What is setting and in what ways can it be described? 4. How does tone, mood, and atmosphere affect our experience of stories? 5. What is the difference between reading and telling a story? 6. How do you personally interact with stories? 7. What is autobiography and how do you write it? 8. How are sentences constructed correctly? 9. How do you collect and integrate information from multiple sources? | **Expected language:**  plot, conflict - external and internal; exposition or basic situation; complication; climax, resolution; chronological order; flashback, flash-forward, foreshadowing, predictions, compare and contrast, setting, tone, atmosphere, mood, images, graphics, storytelling, sensory details and images, autobiography, synthesis, comparison and contrast, identifying main ideas, supporting evidence, subject, predicate, verb, complement, direct object, indirect object, independent clause, subordinate clause, complex, compound, and simple sentences. |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| **Plot and “The Contents of the Dead Man’s Pockets”**  Cause and Effect Practice Assignment  Dead Man’s Pocket Cause and Effect flowchart  Dead Man’s Pocket Story Map  Plot + Sequence / Dead Man’s Pocket Test  **Autobiographical Narrative**  Autobiographical Narrative assignment  6 traits rubric for marking  **Synthesizing Sources**  Team Reading Sharing Assignment / Oral Assessment  Synthesizing Sources Group Worksheet  **Setting and “The Pedestrian”**  Pedestrian Setting Chart  Setting Creation Group Activity  **Grammar – Sentence Structure Review**  Warm up worksheets  Sentence Structure Test | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Grammar – Sentence Structure**  Throughout the 4 weeks of the unit, the first 5-10 minutes of the class students will work on a worksheet relating to sentence structure with help from the teacher and each other. The worksheet will be projected on the board, and will also be available on the wiki for those students who want to download and print them ahead of time. The teacher will share the correct answers each day. At the end of the week, the students will hand in their completed sheets for a mark.  A test on sentence structure will be given at the end of the unit.  **Plot and “The Contents of the Dead Man’s Pockets”**  Students will view, take notes, and discuss material from a power point on Plot. Students will discuss Cause and Effect and do a brief example in class for practice.  Students will preview vocabulary words for the story “The Contents of the Dead Man’s Pockets” (in the textbook), and watch the brief video clip “Hindizzy” to start a brief, informal discussion predicting what the story will be about and what the significance of the title might be. They may also view a power point introducing the story and some of its key ideas.  Students will listen to a recording of the story being read with pauses for explanation. Students will be asked to draw a rough cartoon of the actions of the character on the window ledge over the course of the story to keep track of the events as they unfold. At the end, the students will complete a flowchart in pairs showing the cause and effect relationships that unite the plot of the story. Then, they will create a story map, detailing briefly the main parts of the basic situation, rising action, etc.  Finally, the students will write a test on Plot and Sequence and the story events.  **Autobiographical Narrative**  Students will view a power point on writing an Autobiographical Narrative. While viewing it, they will take notes on their own experience and gather information for their writing. The notes taken in class will be handed in with the completed work. A class will be given to writing the draft, and another for editing using the grammar concepts studied so far, and finishing a final copy.  **Synthesizing Sources**  Students will begin with a class pre-discussion on the issues that will be raised in the articles read. Using the four corners strategy (having students stand in a corner of the room to show whether they agree, strongly agree, disagree, or strongly disagree), and a series of statements relating to the issues, the students will debate points. They will be given an oral mark for their participation and the quality of the ideas they express.  Students will then view the power point on Synthesizing Sources. They will read the 3 articles, “Double-Daddy,” “Diary of a Mad Blender,” and “The Child’s View of Working Parents,” in mixed-ability groups and take notes on the articles using the synthesis worksheet. For assessment, members of the group will be randomly selected to provide information from the texts to demonstrate their understanding and the group will receive a mark for the individual responses.  **Setting and “The Pedestrian”**  Students will view the power point on Setting and Mood and do a group Setting activity where they will be randomly assigned a setting and as a group they will brainstorm a list of descriptive sensory words. After discussing and evaluating the positive and negative connotations carried by each of the words, they will individually use this shared word list to create a story introduction with this setting and convey a specific mood.  Students will view the introduction power point on the story “The Pedestrian” (in textbook). Students will read the story aloud and pause for discussion of key passages relating to creation of Setting and Mood. Afterwards, they will complete a chart showing the key elements of the story’s setting and its effects on the reader. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| *Holt Language and Literature Text*: “The Contents of the Dead Man’s Pockets,” “The Pedestrian,” “Double-Daddy,” “Diary of a Mad Blender,” and “The Child’s View of Working Parents.”  Video Clip “Hindizzy”  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_%100\_\_\_

REFLECTIONS: Teachers reflections on ways in which the unit might be improved, polished or enhanced. Student perspectives might be included.

The students did not enjoy the story as well as the grade 10s last year. A different story selection to analyze the plot and timing might be a good choice next time. The students were particularly adept at their group work in synthesizing sources. I modified the setting creation activity to take the students outside, which they enjoyed very much and helped with visualization.